

ASSISTME Dissemination Event

Brussels, 16 November 2016



Summary of the main points from group discussions

Key point 1: All participants found ASSISTME findings relevant and echoing their understanding of the levels of teacher assessment proficiency in their countries.

Key point 2: For change to take place all stakeholders need to be well informed and knowledgeable about the learning benefits that arise from effective classroom implementation of inquiry pedagogy and formative assessment approaches within.

Key point 3: All participants agree that teacher education and continuous professional development are key and need to be better supported.

- Teachers' proficiency in IBL pedagogy and formative assessment varies in different countries.
- Teachers need to be supported in become more assessment literate. This means developing a better understanding of the different purposes of assessment.
- Teachers need to be supported in developing their understanding of inquiry-based learning (IBL) pedagogy and development of inquiry competencies. The provision of classroom materials by itself is not enough. Teachers need support in adapting and trialling the materials.
- Teachers need to be given more time to engage in long term CPD.
- More funding is required to effectively support CPD and supply teacher cover.
- Teachers organisations, Head teachers, and school inspectors need to be brought on board to support long term CPD, disseminate online platforms that are a repository of classroom materials, and encourage teachers to trial the materials and to share their experiences with other teachers.
- More opportunities for collaborations between teachers and researchers are needed, as

Key point 4: Participants expressed concern that policymakers in their demand for more controlled testing and teacher accountability may not embrace ASSISTME recommendations.

- Need to organise final National Stakeholder Panel meetings to discuss project findings and raise policymakers' support for the implementation of these recommendations.
- Reforms need to be bottom up. Policy makers need to be supported in evolving from a mind-set of measuring teachers' performance into trusting teachers' professionalism and supporting it through adequate teacher education and CPD programs. Research based evidence is key to support this change in mind-set.